

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 1:</b> Analyze the impact of family as a system on individuals and society.	
<b>Competency 3.1.1:</b> Define family as the basic unit of society.	<b>Introductory Competency</b>

### **English/Language Arts**

- 6.1.4 Use information from several sources
- 6.2.3 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids – dictionary, glossary, thesaurus, base words
- 6.3.4 Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining
- 6.6.2 Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense
- 8.4.3 Speak for different purposes; e.g., group discussions, research presentations and demonstrations

### **Mathematics**

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.3.1 Collect and organize data, select and use an appropriate display; i.e., a frequency table, a line and bar graph
- 6.3.6 Make predictions based on trends identified in tables and graphs
- 8.1.2 Solve real-world problems involving ration, proportion, and percent

### **Science**

- 6.4.2 Explain why reproduction is necessary for the continuation of the species (e.g., asexual, sexual)

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- 8.4.1 Collaborate in group projects\* and learning objectives

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 1:</b> Analyze the impact of family as a system on individuals and society.	
<b>Competency 3.1.2:</b> Describe the role of family in transmitting societal expectations, culture, and traditions	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.5 Organize information from a variety of sources; e.g., chronological
- 9.1.6 Summarize information
- 9.4.4 Engage in a group discussion
- 9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement
- 10.1.7 Paraphrase information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies (e.g., different family structures, world religions, rituals, government structures, social policies)
- 8.6.2 Compare how culture influences gender roles, ethics, and beliefs within society (e.g., Native Americans, ethnic groups)
- 9-12.6.2 Evaluate various meanings of social groups, general implications of group membership, and different ways that groups function (e.g., minority groups, cliques, counterculture, family relations and political groups)

### **Health**

- 9-12.1.1 Explain the physical, intellectual, social, and spiritual changes that occur throughout life (e.g. how these changes differ among individuals, family, and community)
- 9-12.1.2 Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality
- 9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)
- 9-12.6.4 Identify local, state, federal, and private agencies (e.g., Food and Drug Administration [FDA], Environmental Protection Agency [EPA], United States Department of Agriculture [USDA], North Dakota Department of Health, North Dakota Attorney General's Office, and County Health) that protect and inform consumers

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<b>Competency 3.1.2:</b> Describe the role of family in transmitting societal expectations, culture, and traditions	<b>Core Competency</b>

### **Library/Technology Literacy**

8.4.1 Collaborate in group projects\* and learning objectives

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 1:</b> Analyze the impact of family as a system on individuals and society.	
<b>Competency 3.1.3:</b> Identify global influences on today’s families (e.g., war, out-sourcing, immigration, famine, etc.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.2.3 Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 & 10.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.6.8 Identify gender perspectives in language; i.e., biased language
- 10.5.3 Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4 Analyze media messages

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- 9-10.5.6 Explain the effects of human activities (e.g., dams, levees, farming practices, deforestation, land-use practices, land-management strategies) on the environment

### **Social Studies**

- 7.6.4 Explain how “push” (e.g., war, famine) and “pull” (e.g., economics, safety, family) factors rearrange and create new human landscapes (e.g., modify existing cultures)
- 7.6.5 Explain how rivalry and tension between cultures contribute to world conflict
- 9-12.2.11 Analyze the major social issues and popular culture of contemporary US (e.g. immigration, environment, poverty, terrorism, and discrimination)

### **Health**

- 9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)
- 9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Attorney General, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community
- 9-12.6.5 Determine criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media) to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes)

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<b>Competency 3.1.3:</b> Identify global influences on today’s families (e.g., war, out-sourcing, immigration, famine, etc.)	<b>Core Competency</b>

### **Library/Technology Literacy**

- No existing Library/Technology Literacy standard

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 1:</b> Analyze the impact of family as a system on individuals and society.	
<b>Competency 3.1.4:</b> Discuss the role of family in developing independence, interdependence, and commitment of family members	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.5 Organize information from a variety of sources; e.g., chronological
- 9.1.6 Summarize information
- 9.4.4 Engage in a group discussion
- 9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement
- 10.1.7 Paraphrase information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 9-12.6.1 Trace group and cultural influences as they contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy)
- 9-12.6.2 Evaluate various meanings of social groups, general implications of group membership, and different ways that groups function (e.g., minority groups, cliques, counterculture, family relations and political groups)
- 9-12.6.4 Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias)

### **Health**

- 9-12.1.1 Explain the physical, intellectual, social, and spiritual changes that occur throughout life (e.g. how these changes differ among individuals, family, and community)
- 9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)
- 9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal

### **Library/Technology Literacy**

- 8.4.1 Collaborate in group projects\* and learning objectives

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 1:</b> Analyze the impact of family as a system on individuals and society.	
<b>Competency 3.1.5:</b> Investigate the impact of change and transitions over the life span (e.g., interview people at various stages of life to gain insights, etc.)	<b>Advanced Competency</b>

### **English/Language Arts**

- 11.1.2 Evaluate and incorporate information from primary sources; e.g., interviews and surveys
- 11.1.5 Synthesize information in a logical sequence
- 11.2.3 Analyze details, facts, and concepts from nonfiction genres
- 11.3.1 Gather information supporting multiple sides of an issue
- 11.5.2 Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4 Evaluate the accuracy of details in media messages
- 12.1.1 Plan a research strategy

### **Mathematics**

- 7.1.1 Use ratios and proportions to represent relationships

### **Science**

- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- 9-12.1.5 Explain the functions of the reproductive system
- 9-12.2.6 Describe the social and economic effects of disease on individuals, families, and communities (e.g., absenteeism from work and school, loss of income, epidemics of infectious disease)
- 9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)
- 9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. non-smoking, seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations
- 9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options)

### **Library/Technology Literacy**

- 12.1.3 Access information using a variety of sources
- 12.1.4 Use a variety of criteria to evaluate and select information for research
- 12.1.5 Use organizational strategies to record and synthesize\* information

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 2:</b> Analyze the influence of diversity on individuals, families, and society.	
<b>Competency 3.2.1:</b> Describe diversity and its impact on individuals and families (e.g., culture, ethnicity, gender, roles, age, economics, disabilities, etc.)	<b>Introductory Competency</b>

### **English/Language Arts**

- 6.1.4 Use information from several sources
- 6.2.3 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids – dictionary, glossary, thesaurus, base words
- 6.6.2 Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense
- 8.5.4 Describe the role of the media in influencing and shaping public opinion
- 8.5.5 Show how media messages influence people in various ways; e.g., comprehensiveness, appeal to emotions, attitudes and behaviors, authenticity, and stereotyping
- 8.6.4 Identify social differences in language; e.g., the use of slang, cliché, and formal and informal styles
- 8.6.5 Identify cultural and regional differences in language use; e.g., different dialects and language diversity

### **Mathematics**

- 7.1.1 Use ratios and proportions to represent relationships

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies (e.g., different family structures, world religions, rituals, government structures, social policies)
- 7.6.3 Compare how cultures throughout the world meet human needs and concerns (e.g., religion, sense of belonging, celebrations)
- 9-12.2.1 Analyze Federal policy and action regarding American Indians (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and healthcare, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement)
- 9-12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)
- 9-12.2.11 Analyze the major social issues and popular culture of contemporary US (e.g. immigration, environment, poverty, terrorism, and discrimination)

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 2:</b> Analyze the influence of diversity on individuals, families, and society.	
<b>Competency 3.2.1:</b> Describe diversity and its impact on individuals and families (e.g., culture, ethnicity, gender, roles, age, economics, disabilities, etc.	<b>Introductory Competency</b>

### **Health**

- 6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)
- 6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities
- 7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)
- 7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and specific strategies to prevent conflict in such situations

### **Library/Technology Literacy**

- 8.1.3 Access information using a variety of sources
- 8.1.4 Use a variety of criteria to evaluate and select information for research
- 8.1.5 Use organizational strategies to gather, record, and synthesize\* information

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 2:</b> Analyze the influence of diversity on individuals, families, and society.	
<b>Competency 3.2.2:</b> Identify examples of respect for diversity (e.g., gender, equity, age, culture, ethnicity, etc.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.6.8 Identify gender perspectives in language; i.e., biased language
- 10.2.1 Summarize information from nonfiction genres
- 10.5.3 Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4 Analyze media messages

### **Mathematics**

- No existing North Dakota Mathematics standards

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 7.6.2 Explain how individuals and institutions influence one another (e.g., social processes, peaceful and violent demonstrations, picketing, protests, petitions, group affiliation, citizenship, voting)
- 8.6.2 Compare how culture influences gender roles, ethics, and beliefs within society (e.g., Native Americans, ethnic groups)

### **Health**

- 9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence)
- 9-12.3.1 Identify how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks)
- 9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)
- 9-12.7.4 Apply strategies (e.g., utilizing peer and societal norms, data, surveys) to express information and opinions about health issues

### **Library/Technology Literacy**

- 12.1.1 Define a research problem or task
- 12.1.2 Plan a research strategy
- 12.1.3 Access information using a variety of sources

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<b>Topic 2:</b> Analyze the influence of diversity on individuals, families, and society.	
<b>Competency 3.2.2:</b> Identify examples of respect for diversity (e.g., gender, equity, age, culture, ethnicity, etc.)	<b>Core Competency</b>

**Library/Technology Literacy (Continued)**

- 12.1.4 Use a variety of criteria to evaluate and select information for research
- 12.1.5 Use organizational strategies to record and synthesize\* information
- 12.1.6 Present research (See Standard 2 for details.)
- 12.1.7 Evaluate the research process

<b>Standard 3: Family</b> – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)	
<b>Topic 2:</b> Analyze the influence of diversity on individuals, families, and society.	
<b>Competency 3.2.3:</b> Examine ways that attitudes towards diversity affects behavior (e.g., prejudice, acceptance, empathy, etc.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.5 Organize information from a variety of sources; e.g., chronological
- 9.1.6 Summarize information
- 9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 9-12.6.2 Evaluate various meanings of social groups, general implications of group membership, and different ways that groups function (e.g., minority groups, cliques, counterculture, family relations and political groups)
- 9-12.6.4 Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias)

### **Health**

- 9-12.1.2 Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality
- 9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)
- 9-12.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

### **Library/Technology Literacy**

- 12.4.2 Develop competence and selectivity in reading, listening, and viewing

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<b>Topic 2:</b> Analyze the influence of diversity on individuals, families, and society.	
<b>Competency 3.2.4:</b> Examine the impact of global community on the need to acknowledge diversity.	<b>Advanced Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.5 Organize information from a variety of sources; e.g., chronological
- 9.1.6 Summarize information
- 9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies

### **Social Studies**

- 9-12.5.1 Analyze the Earth's human systems (e.g., population, culture, settlement, economic interdependence)
- 9-12.5.2 Interpret the relationships between physical environments and society (e.g., humans modify environment, environment modifies society, and use, distribution, and importance of resources)

### **Health**

- 9-12.1.1 Explain the physical, intellectual, social, and spiritual changes that occur throughout life (e.g. how these changes differ among individuals, family, and community)
- 9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)

### **Library/Technology Literacy**

- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school